

International Business

(INTL BUS)

4556

International Business is a business course that emphasizes an awareness of the global economy and how business is conducted. Areas of study include the cultural, geographic, political, and legal ramifications affecting business markets and world trade; and the international aspects of finance, management, marketing, communication, and technology. Instructional strategies include use of Internet access to communicate/research with international businesses and individual schools, job shadowing, field trips, guest speakers, simulations, tours, interviews, and business projects.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Business Foundations, Business Management and/or World Language (one year)
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards/performance expectations and Indiana Academic Standards integrated at: <http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm>
- Teacher Requirements: <http://doe.in.gov/dps/licensing/assignmentcode>
- Career Clusters: A component of one or more career pathways in 7 of the 16 Indiana career clusters. A recommended component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Course Content Standards and Performance Expectations

IB 1 Awareness

IB 1.1 Content Standard: Students explore the role, impact, and implications of international business.

Performance Expectations

- IB 1.1.1** Explain the impact of international business on the economy: consumers, workers, business organizations, service firms, government and society at local, regional, national and international levels
- IB 1.1.2** Describe the resources (e.g. ports, trade routes, transportation centers, and natural, financial, and human) of major countries around the world
- IB 1.1.3** Determine the impact of geography on international business, to include areas such as climate, time zones, distance, topography, and economic resources
- IB 1.1.4** Identify and locate major U.S. representational offices and sources of assistance. (such as U.S. Department of State, various country embassies in the U.S., U.S. embassies in other countries, Committee on Foreign Relations, World Trade Organization, etc)
- IB 1.1.5** Describe various travel, distribution and logistics issues (safety, poverty, language barriers, currency, travel documents and regulations etc.)
- IB 1.1.6** Differentiate between international, transnational, multinational, and global companies

IB 1.2 Content Standard: Students assess international career opportunities.*

Performance Expectations

- IB 1.2.1** Describe opportunities and careers in business, government, community development organizations, and social service agencies that are available in international business
- IB 1.2.2** Analyze the qualifications needed to enter a selected international business career path; pursue research of the application process, resumés, and potential interviews in varied cultural settings
- IB 1.2.3** Select an international career for a specified country and list several duties and responsibilities that apply to that chosen career
- IB 1.2.3** Locate and evaluate university post secondary institutions that offer international business as an area of study/degree

* Although included under Awareness, these sections would be appropriate as culminating activities that apply the concepts/standards learned throughout the course.

IB 2 Global Environment

IB 2.1 Content Standard: Students differentiate the social, cultural, and religious factors that shape and impact the international business environment.

Performance Expectations

- IB 2.1.1** Explain terms such as ethnocentrism, stereotyping, and cultural bias
- IB 2.1.2** Predict how the social and cultural environment of a given country might impact a company beginning to do business in that country
- IB 2.1.3** Explain usage of names, titles, and ranks in different cultures and countries
- IB 2.1.4** Examine how the religious affiliations of a country or region can impact and impede how and if you do business in that country
- IB 2.1.5** Recognize gift-giving in business relationships in several cultures and give examples of appropriate and inappropriate gifts for persons in a given country
- IB 2.1.6** Compare business entertainment practices among people in various parts of the world
- IB 2.1.7** Examine business protocol of various countries
- IB 2.1.8** Contrast issues in conducting international business in industrialized and developing countries

IB 2.2 Content Standard: Students evaluate communication strategies necessary and appropriate for effective and profitable international business relations.

Performance Expectations

- IB 2.2.1** Review issues important to consider when speaking or interpreting a language while abroad
- IB 2.2.2** Consider practices to follow when language communications are difficult
- IB 2.2.3** Assess the role and costs of translators and interpreters in international business
- IB 2.2.4** Compare the use of business cards throughout the world
- IB 2.2.5** Analyze effective business communications based on an understanding of the relevant environments and differences in tone, style, and format
- IB 2.2.6** Illustrate examples of non-verbal communications affecting international business relationships and negotiations
- IB 2.2.7** Relate cultural attitudes toward time, silence, space, and body/eye contact for successful international business relationships

IB 2.2.8 Analyze and evaluate the impact and cost of various methods of communications such as photo transmission, information search, advertising, the telephone, fax, video conferencing, Internet, and email

IB 2.3 Content Standard: Students weigh the ethical questions that arise in international business.

Performance Expectations

IB 2.3.1 Explain specific business practices that may positively or negatively impact the environment and consumer/employee well-being

IB 2.3.2 Analyze the effect of an international business organization's actions on a host country, the company's home country, owners, employees, consumers, and society

IB 2.3.3 Evaluate how ethical standards should be applied to international business situations

IB 2.4 Content Standard: Students investigate the political, legal, and natural factors that shape and impact the international business environment.

Performance Expectations

IB 2.4.1 Analyze and evaluate how the political environment of a given country will impact international business

IB 2.4.2 Evaluate how tariffs, quotas, taxation and other trade barrier policies affect choice of location for companies operating internationally

IB 2.4.3 Discuss the major legal aspects and ramifications of international business (FCPA, GAAP)

IB 2.4.4 Identify international organizations that impact international trade

IB 2.4.5 Assess the implications of natural disasters in international business

IB 2.4.6 Evaluate how terrorism and terrorist groups have changed international business

IB 2.4.7 Compare and contrast the differences among copyrights, patents, trademarks and other intellectual property protection methods

IB 2.5 Content Standard: Students analyze the economic factors that impact international commerce.

Performance Expectations *

IB 2.5.1 Compare and contrast the availability of resources in a country and the economic potential of the country to improve its quality of life by engaging in international trade

IB 2.5.2 Explain how decision-making and opportunity costs are used to allocate the scarce resources of companies and countries

IB 2.5.3 Describe situations in which comparative and absolute advantages occur

IB 2.5.4 Identify the economic systems used to decide what to produce, how it is produced, and for whom it is produced in a country

IB 2.5.5 Analyze competitive situations that companies face in global business markets

IB 2.5.6 Interpret current economic statistics for different countries

IB 2.5.7 Appraise the reasons companies get involved with Foreign Direct Investment (FDI)

*Although included under Global Environment, these economic performance expectations are best taught throughout the course as they fit with related topics, concepts, and standards.

IB 3 International Trade

IB 3.1 Content Standard: Students scrutinize balance of trade and import/export processes.

Performance Expectations

- IB 3.1.1** Explain how a company that exports has a different level of commitment than a global company with operations in several countries
- IB 3.1.2** Compare the benefits and costs of indirect and direct exporting
- IB 3.1.3** Distinguish between licensing and franchising for international business activities
- IB 3.1.4** Describe internal and external factors which influence a company's international expansion
- IB 3.1.5** Create examples of joint ventures and other types of strategic partnerships for international business activities
- IB 3.1.6** Analyze the import or export potential for a good or service and the ability of the company to carry out the role
- IB 3.1.7** Identify organizations, government agencies, customs, and other resources that a small and/or medium-size business might use to investigate international trade opportunities
- IB 3.1.8** Predict the economic and social costs and benefits of international trade to the companies, regions, and countries involved
- IB 3.1.9** Analyze how the balance of payments explains international trade
- IB 3.1.10** Review the pros and cons, and the mechanics of importing goods

IB 3.2 Content Standard: Students evaluate trade protectionism.

Performance Expectations

- IB 3.2.1** Define why trade barriers (such as quotas, tariffs, licensing requirements, exchange rate controls) are imposed by governments
- IB 3.2.2** Evaluate several international trade agreements, common markets and other cooperative agreements. (e.g., GATT/WTO, NAFTA, EU, ASEAN, MERCOSUR, CARICOM)
- IB 3.2.3** Explain how changes in trade barriers affect international trade and investment
- IB 3.2.4** Analyze a country's balance of trade and determine specific conditions that would improve its trading potential

IB 3.3 Content Standard: Students review documentation in international trade.

Performance Expectations

- IB 3.3.1** Identify documents commonly used in the importing and exporting process
- IB 3.3.2** Describe the importance of the mechanics, documentation, and payment options required for international trade

IB 4 International Finance

IB 4.1 Content Standard: Students explain the role, importance, and concepts of international finance and risk management.

Performance Expectations

- IB 4.1.1** Discuss the impact of time zones, currency rates, and systems of measurement
- IB 4.1.2** List sources of capital for international, transnational, multinational, and global companies

- IB 4.1.3** Describe the international monetary system, including the International Monetary Fund, World Bank, and Eurocurrencies
 - IB 4.1.4** Compare international financial markets
 - IB 4.1.5** Discuss strategies to minimize overall financial risk
 - IB 4.1.6** Differentiate between the U.S. financial reporting procedures of GAAP and Sarbanes Oxley and other international standards
- IB 4.2 Content Standard:** Students research and critique the evolution of currencies and exchange rates.

Performance Expectations

- IB 4.2.1** Understand the history of money
- IB 4.2.2** Explain how currency exchange rates affect companies
- IB 4.2.3** Consider the impact of the US dollar internationally
- IB 4.2.4** Describe how economic conditions, balance of payment situations, and political issues affect currency values
- IB 4.2.5** Determine the differences between hard currency and soft currency
- IB 4.2.6** Discuss how firms use hedging to reduce currency exchange rate risk

IB 5 International Management

- IB 5.1 Content Standard:** Students assess challenges in operations and management of human resources in international business.

Performance Expectations

- IB 5.1.1** Describe the importance of strategic planning and decision making in the international realm
- IB 5.1.2** Suggest an appropriate form of business ownership (e.g., sole proprietorship, partnership, corporation) for different international business situations
- IB 5.1.3** Identify environmental, cultural, political, and legal factors that influence the use of a particular organizational structure for global business operations (e.g., functional, product, geographic, or matrix)
- IB 5.1.4** Compare how product controls and supply change management (quality control, quality circle, total quality management, and ISO 9000) as it relates to an organization's international business operations
- IB 5.1.5** Discuss the effect of economic, education, and cultural factors on the use of manual, automated, and computerized production systems
- IB 5.1.6** Research factors that influence the application of managerial styles in different countries
- IB 5.1.7** Discuss components of a training plan to prepare expatriate staff and their families to interact effectively in international business and social situations
- IB 5.1.8** Differentiate how occupational health and safety standards impact the conduct of business internationally
- IB 5.1.9** Demonstrate how social and cultural factors influence employee recruitment, hiring, compensation, benefits, training and development, evaluation, promotion, and international business career paths
- IB 5.1.10** Debate the advantages and disadvantages of immigration, outsourcing and other labor related activities

IB 6 International Marketing

IB 6.1 Content Standard: Students formulate marketing concepts to international business.

Performance Expectations

- IB 6.1.1** Describe how marketing mix elements need to be adapted for international marketing efforts (including the influence of social, cultural, political, technological, and geographic factors)
- IB 6.1.2** Contrast international consumer markets and commercial markets
- IB 6.1.3** Evaluate market potential for a good or service in a foreign market
- IB 6.1.4** Identify situations in which global (standardized) vs. international (adapted) products would be sold
- IB 6.1.5** Evaluate how the product life cycle differs in the international business environment

IB 6.2 Content Standard: Students develop pricing, promotion, and distribution strategies in international marketing.

Performance Expectations

- IB 6.2.1** Decide which factors must be considered by businesses when setting prices
- IB 6.2.2** Contrast direct and indirect distribution channels for international marketing
- IB 6.2.3** Evaluate the effectiveness of promotional activities used by a company in a foreign market
- IB 6.2.4** Compare sales tactics and types of business relationships in different cultures
- IB 6.2.5** Dissect U.S. consumer protection laws with laws of other countries

Indiana's Academic Standards Integrated into International Business

English/Language Arts

Grade 11

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

- 11.1.1 Trace the history of significant terms used in political science and history.
- 11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Standard 2

READING: Comprehension (Focus on Informational Materials)

- 11.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- 11.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 11.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
- 11.2.4 Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
- 11.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.
- 11.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Standard 4

WRITING: Process

- 11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.
- 11.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 11.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.
- 11.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 11.4.6 Use language in creative and vivid ways to establish a specific tone.
- 11.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 11.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- 11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.
- 11.4.10 Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- 11.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist.
- 11.4.12 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5

WRITING: Applications (Different Types of Writing and Their Characteristics)

11.5.4 Write historical investigation reports that:

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

11.5.5 Write job applications and résumés that:

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

11.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

11.5.7 Use precise technical or scientific language when appropriate for topic and audience.

11.5.8 Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Standard 6

WRITING: English Language Conventions

11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

11.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

11.7.1 Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

11.7.3 Distinguish between and use various forms of logical arguments, including:

- inductive arguments (arguments that demonstrate something that is highly likely, and deductive arguments (arguments that are necessary conclusions based on the evidence
- syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).

11.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

- 11.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 11.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- 11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language).
- 11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 11.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- 11.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 11.7.13 Identify logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- 11.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 11.7.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness

Speaking Applications

- 11.7.16 Deliver reflective presentations that:
 - explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
 - maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 11.7.17 Deliver oral reports on historical investigations that:
 - use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
 - analyze several historical records of a single event, examining each perspective on the event.
 - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
 - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.

11.7.19 Deliver multimedia presentations that:

- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Grade 12

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

- 12.1.1 Understand unfamiliar words that refer to characters or themes in literature or historical events.
- 12.1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and math
- 12.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Standard 2

READING: Comprehension (Focus on Informational Materials)

- 12.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
- 12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- 12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, public, and historical documents.
- 12.2.4 Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.
- 12.2.5 Analyze an author's implicit and explicit assumptions and beliefs about a subject.
- 12.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Standard 4

WRITING: Process

- 12.4.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- 12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- 12.4.3 Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.
- 12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- 12.4.6 Use language in creative and vivid ways to establish a specific tone.
- 12.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.
- 12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.
- 12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.

- 12.4.10 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.
- 12.4.12 Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5

WRITING: Applications (Different Types of Writing and Their Characteristics)

12.5.3 Write reflective compositions that:

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those incidents to more general and abstract ideas.

12.5.4 Write historical investigation reports that:

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.

12.5.5 Write job applications and résumés that:

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.

12.5.7 Use precise technical or scientific language when appropriate for topic and audience

12.5.8 Deliver multimedia presentations that:

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Standard 6

WRITING: English Language Conventions

- 12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.

- 12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- 12.6.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, and Applications

- 12.7.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.
- 12.7.3 Distinguish between and use various forms of logical arguments, including:
 - inductive arguments (arguments that demonstrate something that is highly likely.) and deductive arguments (arguments that are necessary conclusions based on the evidence.).
 - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)
- 12.7.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 12.7.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 12.7.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.
- 12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
- 12.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 12.7.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- 12.7.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 12.7.13 Identify logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- 12.7.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 12.7.15 Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character
- 12.7.16 Deliver reflective presentations that:
 - explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.
 - maintain a balance between describing the incident and relating it to more general, abstract ideas.

12.7.17 Deliver oral reports on historical investigations that:

- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
- analyze several historical records of a single event, examining each perspective on the event.
- describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
- include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.

12.7.19 Deliver multimedia presentations that:

- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately, and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Economics

Standard 1

Scarcity and Economic Reasoning

- E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.
- E.1.2 Explain how consumers and producers confront the condition of scarcity, by making choices which involve opportunity costs and tradeoffs.
- E.1.3 Identify and explain broad economic and social goals, such as freedom, efficiency, equity, security, growth, price stability, and full employment.
- E.1.4 Describe how people respond predictably to positive and negative incentives.
- E.1.6 Recognize that voluntary exchange occurs when all participating parties expect to gain.
- E.1.7 Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? For whom to produce?
- E.1.8 Describe how clearly defined and enforced property rights are essential to a market economy.
- E.1.9 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.

Standard 2

Supply and Demand

- E.2.1 Define supply and demand.
- E.2.2 Identify factors that cause changes in market supply and demand.
- E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.
- E.2.4 Describe how prices send signals to buyers and sellers.
- E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
- E.2.6 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
- E.2.7 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.
- E.2.8 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.

- E.2.9 Analyze how changes in the price of certain goods, such as gasoline, impact the lives of people in the community. (Civics and Government; Individuals, Society, and Culture)
- E.2.10 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (Civics and Government)
- E.2.11 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
- E.2.12 Illustrate how investment in factories, machinery, new technology, and the health, education, and training of people increases productivity and raises future standards of living. (Individuals, Society, and Culture)

Standard 3

Market Structures

- E.3.1 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.
- E.3.2 Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing) and explain the advantages and disadvantages of each.
- E.3.4 Identify the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition.
- E.3.5 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
- E.3.7 Explain ways that firms engage in price and nonprice competition.
- E.3.8 Identify laws and regulations adopted in the United States to promote competition among firms.
- E.3.10 Explain how cartels affect product price and output.
- E.3.11 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.

Standard 4

The Role of Government

- E.4.1 Explain the basic functions of government in a market economy.
- E.4.8 Describe how costs of government policies may exceed benefits, because social or political goals other than economic efficiency are being pursued.

Standard 5

National Economic Performance

- E.5.1 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.
- E.5.2 Explain how GDP, economic growth, unemployment, and inflation are calculated.
- E.5.3 Explain the limitations of using GDP to measure economic welfare.
- E.5.4 Explain the four phases of the business cycle.
- E.5.5 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (History)
- E.5.6 Identify the different causes of inflation and explain who gains and loses because of inflation.
- E.5.7 Analyze the impact of inflation on students' economic decisions.
- E.5.8 Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government.
- E.5.10 Analyze the unemployment rate in the community.
- E.5.11 Propose solutions for addressing issues of unemployment in the community.

Standard 6

Money and the Role of Financial Institutions

- E.6.1 Explain the basic functions of money.
- E.6.2 Identify the composition of the money supply of the United States.

- E.6.3 Explain the role of banks and other financial institutions in the economy of the United States. (History)
- E.6.4 Describe the organization and functions of the Federal Reserve System.

Standard 7

Economic Stabilization

- E.7.1 Define and explain fiscal and monetary policy.
- E.7.5 Explain how monetary policy affects the level of inflation in the economy.
- E.7.6 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth.
- E.7.8 Articulate how a change in monetary or fiscal policy can impact a student's purchasing decision.

Standard 8

Trade

- E.8.1 Explain the benefits of trade among individuals, regions, and countries. (Geography; Individuals, Society, and Culture)
- E.8.2 Define and distinguish between absolute and comparative advantage.
- E.8.3 Define trade barriers, such as quotas and tariffs. (Civics and Government)
- E.8.4 Explain why countries sometimes erect barriers to trade. (Civics and Government)
- E.8.5 Explain the difference between balance of trade and balance of payments.
- E.8.6 Compare and contrast labor productivity trends in the United States and other developed countries.
- E.8.7 Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
- E.8.8 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. (Individuals, Society, and Culture)
- E.8.9 Evaluate the arguments for and against free trade.
- E.8.10 Identify skills individuals need to be successful in the workplace. (Individuals, Society, and Culture)

Sociology

Sociology Standard 2

Culture

- S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- S.2.2 Explain the differences between a culture and a society.
- S.2.4 Give examples of subcultures and describe what makes them unique.
- S.2.5 Compare social norms among various subcultures.
- S.2.7 Explain how various practices of the culture create differences within group behavior.
- S.2.8 Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
- S.3.1 Describe how social status affects social order.
- S.3.2 Explain how roles and role expectations can lead to role conflict.
- S.3.3 Examine and analyze various points of view relating to historical and current events.
- S.3.4 Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.
- S.3.5 Conduct research on the various types of status found in the local community using various types of data gathering.
- S.4.1 Describe how individuals are affected by different social groups to which they belong.
- S.4.2 Identify major characteristics of social groups familiar to the students.
- S.4.3 Examine the ways that groups function, such as roles, interactions, leadership. (Civics and Government)

S.4.4 Discuss social norms of at least two groups to which the student belongs

Mathematics

Algebra I

Standard 9

Mathematical Reasoning and Problem Solving

- A1.9.1 Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.
- A1.9.2 Decide whether a solution is reasonable in the context of the original situation.
- A1.9.6 Distinguish between inductive and deductive reasoning, identifying and providing examples of each.
- A1.9.7 Identify the hypothesis and conclusion in a logical deduction.

Standard 7

Algebraic Fractions

- A1.7.1 Simplify algebraic ratios.
- A1.7.2 Solve algebraic proportions.

Probability and Statistics

Standard 1

Descriptive Statistics

- PS.1.1 Create, compare, and evaluate different graphic displays of the same data, using histograms, frequency polygons, cumulative distribution functions, pie charts, scatterplots, stem-and-leaf plots, and box-and-whisker plots.
- PS.1.2 Compute and use mean, median, mode, weighted mean, geometric mean, harmonic mean, range, quartiles, variance, and standard deviation.

Discrete Mathematics

Standard 3

Recursion

- DM.3.1 Use recursive thinking to solve problems.
- DM.3.2 Use finite differences to solve problems.